



Wilkes-Barre Area CTC

CTC Plan

07/01/2019 - 06/30/2022

Submitted for approval: 11/1/2018
JOC Approved: 10/15/18
PDE Approved: 12/20/18

CTC Profile

Demographics

PO Box 1699
Wilkes-Barre, PA 18705
(570)822-4131

AYP Status: Not Provided
Administrative Director: Anthony Guariglia

Planning Process

The Wilkes-Barre Area Career and Technical Center is honored to have the opportunity to improve the educational environment delivered at our Career and Technical Center. To that end, we have formed committees to design, implement, and maintain a high performing educational system which will be used to drive professional development and administrative goals. As the Project Leader, my CP Team meets weekly to discuss the nine characteristics of high performing educational systems. We agreed to continue to visit on each of these nine components and evaluate throughout this CP process. In addition, we discussed incorporating 21st Century Skills into the CTC Plan as outlined in the Phase 3 CP CTC Planning offline guidance tool.

Wilkes-Barre Area CTC will utilize the following CP Administrative Team throughout the CP CTC planning process through the 6 CTC Planning components.

The CP Administrative Team will break into six (6) subgroups. Each subgroup will report to Dr. Anthony Guariglia, Administrative Director on each of the six (6) areas. The six subgroups are: Profile, Core Foundations, Assurances, STEM Focused Needs Assessment, ESSA based Action Planning, and Plan Submission.

The meeting schedule will be on a rotating basis according to our school calendar and will commence at the proper planning stage, as outlined in the CTC Planning-Offline Guidance Tool. Each subcommittee will meet from 2:42 - 3:00 pm once a week. Every week the entire committee will meet on Tuesday morning from 7:45 - 8:12 to sustain momentum and adhere to our timeline.

Dr. Anthony Guariglia, Project Leader is responsible to keep communication lines open between all members. We will use e-mail and phone for communications which need to occur between meeting times. Each member will be cc'ed on all communications within their subcommittee.

The completed plan will be on display at the Wilkes-Barre Area Career and Technical Center's main office for 28 days. At the completion of the 28 days, the 2018 WBACTC Comprehensive Plan will be placed on the agenda and approved by the Joint Operating Committee at earliest monthly meeting.

Mission Statement

The mission of the Wilkes-Barre Area Career and Technical Center, partnering with its sponsoring districts, community, guardians, and students, and local business and industry, is to contribute to a high quality STEM based career/technical and academic education for its

students who, upon completion, are able to become responsible citizens, critical thinkers, and successful completers in a world-wide economy, and possess the desire and skills to be life-long learners.

Vision Statement

Vision Statement

The Wilkes-Barre Area Career and Technical Center, through its programs of study, dedicated and experienced Instructors, administrators and staff, along with input from local business and industry, will serve as a leading educational institution and community resource for all citizens seeking to explore, develop, and enhance their career and technical skills in a cultivating and supportive environment.

Shared Values

The shared value statements were developed by the members of the Comprehensive Planning Committee with input from our staff. Below is a compilation of what our members felt are fundamental towards a quality education at the Wilkes-Barre Area Career and Technical Center:

We believe students must be treated as individual learners.

We believe that quality schools foster effective communication.

We believe that education received through school provides the foundation for life-long learning.

We believe that every student has a right to the opportunity to learn and succeed.

We believe that schools must enrich the economic life of the community.

We believe that schools must help students prepare to be a positive part of the community's economic life.

We believe that access to technology is a part of the opportunity to learn.

We believe that students must develop critical thinking skills.

We believe in respecting our students' diverse backgrounds, abilities, interests, and needs.

We believe that, along with the school, parents share in the responsibility for the students' educational success

We believe in using input from local business and industry as a driving force to supplement approved curriculum in helping to meet their needs.

Educational Community
Wilkes-Barre Area Career & Technical Center

Demographical Data Report

School Year 2017-2018

Student Population

Total Students: 876

Total Male Students: 562

Percentage of Male Students: 64.16

Total Female Students: 314

Percentage of Female Students: 35.84%

Total IEP's: 403

Percentage of IEP: 46%

Total Black Students: 98

Black Student IEP: 54

Percentage Black Students: 10.19%

Percentage Black Student IEP: 11.18%

Total Asian Students: 1

Asian Student IEP: 1

Percentage Asian Students: <1%

Percentage Asian Student IEP: 100%

Total White Students: 772

White Student IEP: 346

Percentage White Students: 88%

Percentage White Student IEP: 39.5%

Total Spanish Students: 110

Spanish Student IEP: 55

Percentage Spanish Students: 10%

Percentage Spanish Student IEP: 50%

Free and Reduced Lunch

Total Students: 876

Total Receiving Free Lunch: 876

Percentage Receiving Free Lunch: 100%

Total Receiving Reduced Lunch: 0

Percentage Receiving Reduced Lunch: 0%

Student Achievement Data

Total Graduates: 232

Total Completers: 190

Percentage of Completers: 81%

Number of IEP Completers: 61

Percentage of IEP Completers: 26%

Total ESL Completers: 3

Percentage of ESL Completers: 2%

Total Non-Traditional Completers: 3

Percentage of Non-Traditional Completers: 2%

Total Completers: 122

Total Advanced Completers: 68

Percentage Advanced Completers: 56%

Total Basic Completers: 20

Percentage Basic Completers: 16%

Total Competent Completers: 34

Percentage Competent Completers: 28%

IEP Completer Data

Total IEP Completers: 53

Total IEP Advanced Completers: 28

Percentage IEP Advanced Completers: 51%

Total IEP Basic Completers: 13

Percentage IEP Basic Completers: 22%

Total IEP Competent Completers: 15

Percentage IEP Competent Completers: 27%

ESL Completer Data

Total ESL Completers: 4

Total ESL Advanced Completers: 1

Percentage of ESL Advanced Completers: 34%

Total ESL Basic Completers: 0

Percentage of ESL Basic Completers: 0%

Total ESL Competent Completers: 3

Percentage of ESL Competent Completers: 67%

Non Traditional Completer Data

Total Non-Traditional Completers: 4

Total Advanced Non-Traditional Completers: 2

Percentage of Advanced Non-Traditional Completers: 34%

Total Basic Non-Traditional Completers: 0

Percentage of Non-Traditional Completers: 0%

Total Competent Non-Traditional Completers: 2

Percentage of Competent Non-Traditional Completers: 67%

Planning Committee

Name	Role
William Christian	Administrator : Professional Education
Dr. Tony Guariglia	Administrator : Professional Education
Frank Majikes	Administrator
Chris O'Brien	Administrator : Professional Education
Amy Brady	Business Representative : Professional Education
Michelle Egidio-Okon	Business Representative : Professional Education

Mr. Bruce Knick	Community Representative : Professional Education
Joseph Salvo	Community Representative : Professional Education
John Kozerski	Ed Specialist - School Counselor : Professional Education
Megan Bartuska	Ed Specialist - School Nurse : Professional Education
Amy Patton	Elementary School Teacher - Regular Education : Professional Education
Ashley Simpson	Elementary School Teacher - Regular Education : Professional Education
Anthony Cibello	High School Teacher - Regular Education : Professional Education
Allison Banks	High School Teacher - Special Education : Professional Education
Jill King	High School Teacher - Special Education : Professional Education
Mr. Joe Lakkis	Middle School Teacher - Regular Education : Professional Education
Kate Reynolds	Middle School Teacher - Regular Education : Professional Education
Grace Sklanka	Parent : Professional Education
Linda Yurkoski	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Non Applicable	Non Applicable
Career Education and Work	Accomplished	Accomplished
Civics and Government	Non Applicable	Non Applicable
PA Core Standards: English Language Arts	Non Applicable	Non Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Applicable	Non Applicable
PA Core Standards: Mathematics	Non Applicable	Non Applicable
Economics	Non Applicable	Non Applicable
Environment and Ecology	Non Applicable	Non Applicable
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Non Applicable	Non Applicable
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Non Applicable	Non Applicable

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography

- Health, Safety and Physical Education
- History

Explanation for any standards checked:

WBACTC has aligned the PA Core Standards to our Programs of Study task lists. Through TAP, the WBACTC has taken steps, through professional Development and Administration, to increase each student's literacy in the 2017-2018 sy and Math in 2018-2019. In Science, the WBACTC implemented an on-line academic componenet to our 9th grade exploratory program.

Curriculum

Planned Instruction

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Each WBACTC student receives a TASK GRID for the POS they are enrolled in. The WBACTC uses the TASK GRID as the method for showing student progress throughout their experience here at the school. When the student completes a task to the level of requirement for industry success, the instructor checks off that task.

Through successful completion of assigned tasks, the student moves in the direction of an earned certificate awarded to the student and the NOCTI/NIMS certificate(s) in the students' area of expertise. The TASK GRID are POS Specific and are reviewed twice per year at the specific Occupational Advisory Committee meeting and when the POS meets with business and industry.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The Pennsylvania Department of Education Program of Study Task List is used to track each student through their CTC experience. For those students with an IEP, the instructor follows the instructions on the accommodation sheets within the approved IEP for each student according to ESSA. Each student is made aware of the expectations necessary to achieve success in their specific program of study and within that program of study, the level of expectation in the lab.

The Program of Study Instructor and support team is responsible to communicate to students, parents, and administration, if a student is identified as not meeting any expected task on that task list for any reason, including IEP, a student receives additional school counseling and the team will coordinate a more in-depth plan of action, which will include guardian meetings, where additional accommodations or other options are implemented.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Instructional Coaches

Unchecked Answers

- Career Cluster Chairs
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The Wilkes-Barre Area CTC has trained its Administration to understand and effectively implement the adopted Charlotte Danielson evaluation framework for teaching model. As a result the administration evaluated each Instructor according to this model. Because of the comprehensive approach to this model, the Instructors planning and preparation, classroom environment, actual instruction, and professional responsibilities were reviewed and assessed. The following strategies were applied to ensure standards aligned instruction and consistency between classrooms; grades; subjects; and/or programs existed. The Danielson model allowed the administration to document formal classroom observations focused on a preordained instruction expectation. The administration has walked through each Instructional area, focusing specifically on instruction. This resulted in the annual Instructional evaluations targeted on self-exploration, self-reflection, and self-improvement by each Instructor. This includes evaluation of the appropriate certification exams - including NOCTI.

Wilkes-Barre Area CTC is participating in the technical Assistance Program (TAP) for professional development. In the 2017-2018 school year, the focus was on Writing. In 2018-2019, WBACTC will focus on TAP sponsored Math literacy. Peer evaluation and coaching is accomplished by each new Instructor being provided a mentor teacher to help the new teacher assimilate into the classroom. Each new teacher is also mandated to complete the New Teacher Induction Program as approved by the Joint Operating Committee. Peer evaluation / coaching is also implemented and suggested on a case by case basis by the administration as the administration observes or becomes aware that a gap in the Instructional model is

present and needs to be bridged. Existing teachers are utilized through peer evaluation and coaching to help with identified gaps in the Instructional process.

The Wilkes-Barre Area CTC has seven Pennsylvania Builders Association endorsed programs in Residential Construction, Electrical, Plumbing, Masonry, Carpentry, and Building Trades, and HVAC.

The Wilkes-Barre Area CTC utilizes the assistance of Luzerne Intermediate Unit #18 for additional professional development opportunities including a LIU#18 common planning day on October 5, 2018 where instructors from all Luzerne County meet and move through several venues throughout Luzerne County for common Professional Development.

The WBACTC also benefits from TAP through the use of Sandra Himes, retired Administrative Director and current PDE-TAP Educational Consultant who meets with the Administrative Director regularly to review compliance and strategies.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Currently, the Wilkes-Barre Area CTC does not have "Cluster Chairs", however, typically, veteran teachers are asked to sit on various committees dedicated to Instructional Study. As WBACTC continues to grow and expand, the need for Cluster Chairs and Chairs of Programs of Study with more than one instructor becomes increasingly necessary to assure proper accountability and consistency of the POS.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Currently, WBACTC has two Special Education Teachers on staff. These additions allow 100% of our special and regular education population flexible instructional time and access to additional differentiated instruction in order to best meet the needs of each individual student.

Recruitment

(Comprehensive CTC only)

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

This narrative is empty.

Describe the process the CTC implements to recruit and assign the most effective and qualified teachers based on their industry experience.

The JOC has an approved vetting procedure in place to help identify the most qualified candidate for all open positions. Included in the process is an evaluation sheet which is then averaged with all other evaluations to produce the recommended candidate.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						

PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education

program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

- NOCTI Testing
- NIMS testing
- Numerous Industry Recognized Certifications as listed through PDE

Benchmark Assessments

- NOCTI Pre-Test
- Teacher specific benchmarks based on the Approved Task List for the Program of Study

Formative Assessments

- Progress Monitoring
- Questioning strategies
- Think-Pair-Share

- Questioning strategies

Diagnostic Assessments

- SAS Classroom Assessment
- Teacher specific assessments based on the expected PA Core standards needed for success

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

- External Review
- Intermediate Unit Review
- LEA Administration Review
- Career Cluster Chair Review
- Professional Learning Community Review
- Instructional Coach Review
- Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

WBACTC has a child care center (currently 2 Keystone Stars), a growing adult night school and a vibrant PN Program. We have integrated our secondary programs in Child Care and Support Services Management, Welding, and our Health Careers programs of study to seamlessly lead into these opportunities with local business and industry. The specific business or/and industries we deal with may require certain Industry Certifications. We found that mostly all require the 10 hour OSHA certification. We now require all students to obtain this. We also recently implemented a driver's education program through a partnership with Quad A driving school. We implemented this after learning that most businesses required this from our graduating auto students. WBACTC will continue to meet with local business and industry and add specific locally administered assessments as encountered.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Wilkes-Barre Area CTC implemented the NOCTI Pre-Test as part of the TAP program during the 2017-2018 school year. NOCTI and NIMS testing, as well as our many Industry Certification tests, are broken down and educational gaps are located and addressed. This information is compiled by the teachers and administration, then shared with the teacher and teacher groups to allow for differentiated Instructional decisions and professional development opportunities to be created to bridge the educational gaps identified. The entire process is shared and viewed by each POS's Occupational Advisory Committee and feedback is encouraged and gathered. TAP also provided literacy training in Writing strategies for our Instructors to use with our students this past 2017-2018 school year and we will be doing the same with Math in the upcoming 2018-2019 school year.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

WBACTC has two Special Education Teachers on staff which addresses the needs of all of our students, especially those with an IEP. In addition, we have four academic instructors on staff. In addition to their teaching responsibilities, they are required to work with students on a one-one and/or small group environment to help students bridge educational gaps identified through testing. the Pre-NOCTI, NOCTI, and NIMS testing, as well as our many Industry Certification tests are broken down and educational gaps are located and addressed. As above, this information is compiled by the teachers and administration, then shared with the teacher and teacher groups to allow for differentiated Instructional decisions and professional development opportunities to be created, bridging the educational gaps identified.

Assessment Data Uses

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.

- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.
- Instructional practices modified or adapted to increase student mastery.

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Checked answers

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Press Releases
- School Calendar
- Student Handbook

Unchecked answers

- Newsletters

Provide brief explanation of the process for incorporating selected strategies.

The Wilkes-Barre Area CTC has an Instructor who is compensated through the CBA to provide media relations. They follow a procedure to provide information to local media concerning communications. WBACTC does communicate with mass calling. In addition, several times a

year, the WBACTC hosts two craft fairs, an Open House, and a career Fair annually. These provide opportunities for the media to address education. Additional point of interest: Governor Wolf visited our School this past June, and Secretary Cipriani visited our school twice. We are proud of these visitations and enjoyed the media attention generated from these encounters. In addition, the handbook contains information as well as our website. Administration is accountable to provide a strong community presence.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

WBACTC has a form of newsletter on our website but does not currently have any plans for a paper version at this time.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Placement of School Resource Officers
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

- School-wide Positive Behavioral Programs

Explanation of strategies not selected and how the LEA plans to address their incorporation:

We at Wilkes-Barre Area CTC have an obligation to our community to provide a safe and supportive learning environment for all students and staff. To this end, in order to best address the of barriers to student learning, which include bullying, child abuse/neglect, cultural diversity, divorce/ blended families, drug and alcohol use/abuse, English language learning, family issues, grief and loss, homelessness, immigration status, low socioeconomic status, mental health issues, military deployment, physical illness, poor nutrition, relocation, sporadic parental involvement, teen pregnancy/parenting, unemployment of parent/guardian and being a victim or witness to violence, Wilkes-Barre Area CTC has been addressing each of these issues with

direct programs and dedicated staff and faculty. We are also addressing our breakfast program through the addition of an awarded competitive grant offered by the state in adding a “second Chance” breakfast option during the morning hours at our school to reduce hunger. Reducing hunger has many benefits including many addressed above.

In regard to school wide positive behavior programs, the Wilkes-Barre Area CTC has designed and will be implementing a school-wide positive behavior plan which includes “Student of the Month.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

Describe your entity’s awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

This narrative is empty.

Describe your entity’s process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity’s procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Developmental Services

Checked answers

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning

- Nutrition
- Orientation/Transition
- RTII/MTSS
- Wellness/Health Appraisal
- Coordination of Services with Sending School

Unchecked answers

None.

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School
- Follow up Survey to help better educate future students

Unchecked answers

None.

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Checked answers

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans

- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending School
- We have implemented an attendance secretary dedicated to reduce truency.

Unchecked answers

None.

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides
- Directing Public to the PDE & Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School
- Craft Fairs (2/year), Open House, and Career Fair Annually

Unchecked answers

- Newsletters

Communication of Student Health Needs**(Comprehensive CTC only)***Checked answers**None.**Unchecked answers*

- Individual Meetings
- Individual Screening Results
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Newsletters
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

Frequency of CommunicationFrequency of communication: **More than once a month*****Collaboration for Interventions***

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Wilkes-Barre Area CTC administrators coordinate with Instructors and staff to utilize various student data, including progress monitoring, and providing appropriate interventions to improve student achievement. For students with IEP's, two on-site WBACTC special Education teachers continue to instruct our instructors on how to accommodate each IEP student, and all students, in alignment with ESSA. Teachers are required to differentiate their instruction as necessary and to always use research based best practices to best meet the needs of each student.

Community Coordination

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs

4. Tutoring

The Wilkes-Barre Area CTC is currently operating a Keystone 2 Star approved child care facility here at the school.

WBACTC does participate in the SHINE STEM after school program for middle school students Youth workforce development programs like Cooperative Education (Capstone and Diversified) are currently being offered at our school.

The Wilkes-Barre Area CTC is offering a variety of night school courses approved by the Workforce Investment Board and PA Career Link.

Tutoring is currently offered to our students through the effective use of our Head Start academic teachers and our on-staff Special Education Students.

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Wilkes-Barre Area CTC continues to develop Student Learning Objectives as outlined and mandated by PDE. Differentiated Instruction, along with the SLO's will ensure every teacher that each student will meet all expectations. Academic standards are fully aligned and supportive within the Programs of Study. WBACTC POS Task Grids, Learning Guides, daily lesson plans, and resources from LIU18, TAP, the Workforce Investment Board, and PA CareerLink are used to relate academics to the technical program being taught.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Full

	Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Full Implementation
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation

Further explanation for columns selected "

The Wilkes-Barre Area CTC does not currently teach the areas marked as (N/A). Other areas related to Chapter four (4) standards are marked with the understanding that they are addressed in the appropriate Program of Study. Career education and work standards are addressed in each Program of Study and in both our Diversified and Capstone Cooperative Education Programs of Study. We currently have a 9th grade drop out prevention career exploratory program which does directly align to SAS - Math, Science, History, English, and Physical Education standards. We added an on-line component to this program for the 2018-2019 school year, requiring each 9th grade student to completed an on-line physical science course.

Professional Education

Characteristics

Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to				

interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.				
Empowers educators to work effectively with parents and community partners.				

Ctc Avts's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides leaders with the ability to access and use appropriate data to inform decision making.				
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.				

Provide brief explanation of your process for ensuring these selected characteristics.

At Wilkes-Barre Area CTC, **Professional Development**

is assured through daily, bi-annual and annual evaluations (Teacher Effectiveness Model), as well as In-Service days. Needs are identified and addressed based on faculty and staff actions, issues, and mandates. In addition to our Administration providing daily feedback, TAP and the Luzerne Intermediate Unit 18 provides a plethora of In-Service trainings. Several recent In-Service training provided by TAP and IU18 for our staff includes:

Reading Literacy Training

Math Literacy Training

TAP's "Creative Strategies for CTC Instructors

PA Core Standards

PA Standards Aligned Systems (SAS)

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Other than the accommodation sheet and behavior plans surrounding our students with an (G)IEP, and mandates through Pennsylvania's approved ESSA, no current program at WBACTC directly provides materials and interventions for students identified as gifted.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/25/2016 Mandated Reporting Certification Training
10/9/2017 Mandated Reporting Training
10/6/2018 Behavior
The LEA plans to conduct the required training on approximately:
10/4/2019 Mandated Reporting Training
10/2/2020 LIU#18 Luzerne Countywide In-Service
10/8/2022 Mandated Reporter Certification Training

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/25/2016 suicide prevention
8/24/2017 suicide prevention
10/6/2018 Behavior Monitoring
The LEA plans to conduct the training on approximately:
10/4/2020 suicide prevention
10/2/2021 suicide prevention
10/8/2022 Behavior Monitoring

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/25/2016 What to do if you expect Child Abuse / Exploitation
10/6/2017 What to do if you expect Child Abuse / Exploitation
10/5/2018 Child Exploitation Awareness Education
The LEA plans to conduct the training on approximately:
10/4/2020 What to do if you expect Child Abuse / Exploitation
10/2/2021 What to do if you expect Child Abuse / Exploitation
10/8/2022 Child Exploitation Awareness Education

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The Wilkes-Barre Area CTC uses data gathered from a variety of acceptable sources to define and direct Professional Development and to assure that area covered are both focused on identified areas of need and implemented with fidelity. Outside experts are used whenever possible. Professional Development occurs daily at WBACTC, but time is set aside specifically during our Professional Development In-Service days and in small group meetings throughout the year. Our analysis of student data and teacher evaluations (observations) and TAP sponsored PD followup further insure the fidelity of the implementation of Professional Development. The evaluation process (based on the Danielson Model) allows the teacher and administrator to collaborate across the four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. This research based method of evaluation is proven to increase teacher effectiveness in the classroom.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Understanding the role of the CTSO's in the development of skills and in Pre-NOCTI, NOCTI, and NIMS preparation
- Understanding the role of Industry Certifications in the specific Program of Study
- The Role of ESSA

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

At Wilkes-Barre area CTC, each new teacher induction program begins with a five (5) day orientation program. Ongoing staff development programs continue throughout the first year with the mentor teacher working directly with the Inductee and administration to expose, and discuss in depth, the new teacher to the world of career and technical education. WBACTC is currently following a comprehensive mentor based Induction Plan which is both monitored and overseen by WBACTC Administration. The areas of focus is as follows:

Teacher Handbook

CTSO's

Providing a Safe Environment

IEP's and ESSA

Industry Certification, Pre-NOCTI, NOCTI, and NIMS

Task Lists, Programs of Study, Standards Aligned Systems, and PA Core standard alignment

Capstone and Diversified Cooperative Education

Occupational Advisory Committee

Review of the Collective Bargaining Agreement

Open House, Publics Relations and Recruitment

Teaching Skills (Temple University Teacher Program)

Regular Education – Special Education - NCLB

The roles of LEA's -District, Public, Private, Charter, Intermediate Unit, Career and Technical Center, ALC

Secondary and Post-Secondary roles in the CTC education process

Effective Classroom Management

As an additional note, The Administration at WBACTC is currently looking at the possible implementation of the comprehensive Induction plan offered at the Luzerne Intermediate Unit 18.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- NOCTI Scores and understanding the role of the CTSO's in the development of skills for Pre-NOCTI, NIMS, and NOCTI preparation
- Implementation of ESSA Guidelines

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

At Wilkes-Barre Area Career and Technical Center, the Administration participates daily and weekly through interventions and learning moments. In addition, through weekly meetings between the mentor and the inductee to clarify and oversee the process. Administration meets with the mentor teacher monthly to discuss the Inductee and then meets with the inductee if necessary to help promote understanding of the Induction process.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

All strategies have been selected for implementation for this cycle of Comprehensive Planning.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- The mentor must demonstrate an attitude conducive to the continuance of our mission and vision.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Here at Wilkes-Barre CTC, the Collective Bargaining Agreement outlines the compensation necessary for a teacher to act as a mentor teacher. The teacher who is a viable candidate for the role of "Mentor" must have a firm and complete understanding of Career and Technical Center education and its role in providing opportunities for students to gain valuable skills needed for success in the workplace. The tenured teacher must have an impressive score in the teacher evaluation and must have a history in school involvement such as the Comprehensive Plan and CTSO's. The mentor teacher must be recommended by Administration, demonstrate an attitude conducive to the continuance of our mission and vision, and approved by the Joint Operating Committee. Once chosen, the first time Mentors complete an introduction to being a mentor process administered by WBACTC administration.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments				X		
Best Instructional Practices			X			
Safe and Supportive Schools	X					
Standards					X	
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners		X				
Data informed decision making						X
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

At Wilkes-Barre Area Career and Technical Center, our Induction addresses the following:

(NOTE: The timeline alters on a case by case basis and as "Teachable Moments" occur, a checklist is filled out with specifics on when and where each teachable moment occurred.

Teacher Handbook

Safety and Providing a Safe Environment

CTSO's

IEP's and ESSA

Task Lists, Programs of Study, Standards Aligned Systems, and PA Core standard alignment

Capstone and Diversified Cooperative Education

Occupational Advisory Committee

Review of the Collective Bargaining Agreement
 Open House, Publics Relations and Recruitment
 Industry Certification – NOCTI Certification
 Teaching Skills (Temple University Teacher Program)
 Regular Education – Special Education - NCLB
 The roles of LEA's -District, Public, Private, Charter, Intermediate Unit, Career and Technical Center, ALC
 Secondary and Post-Secondary roles in the CTC education process
 Effective Classroom Management

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

At Wilkes-Barre CTC, the comprehensive Induction Plan has multiple sections covering both evaluation and monitoring. The Inductee Needs assessment instrument and the semi-annual evaluation (Danielson Model) is the primary evaluator in assessing the teacher's progress.
 The Inductee Self-Evaluation form is the initial instrument used in assessing the concerns of the beginning teacher prior to entrance into the teacher induction program.
 Each quarter (45 days), Administration, the mentor teacher, and the inductee will meet and prepare a culminative assessment of needs of the inductee by utilizing the inductee needs assessment form.
 At the conclusion of the experience, the second Inductee Self-Evaluation form is completed to assure all areas were properly explained. The Administration and Mentor Teacher meet and discusses the process and modifies the process as necessary to best meet the needs of the Inductee.
 The Mentor teacher completes the Inductee checklist as the year progresses and this form is monitored and approved by the Inductee, Mentor teacher, and Administration. The checklist identifies each area as ("Mastered", "Progressing", or "To be further studied")

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

Re-Endorsed Pennsylvania Builders Association Endorsement for our Masonry, Electrical, Carpentry, Building Trades, Residential Construction, Plumbing, and HVAC Programs of Study.

Accomplishment #2:

Continued NOCTI and NIMS Assessment: 80% or more Certificate of Achievement and Certificate for exceeding the expected level of performance in Reading, Mathematics, and Occupational Skills. Addition of Pre-NOCTI.

Accomplishment #3:

The Luzerne County / Schuylkill County Workforce Investment Board (WIB) has chosen Wilkes-Barre Area CTC to hold Pre-Apprenticeship Carpentry program to train-retrain workers for gainful employment. We also provide Fork-Lift and Flagger Certification as part of this partnership. This will be the cornerstone for our night school. We have a thriving Welding night program also endorsed by the WIB.

Accomplishment #4:

Wilkes-Barre Area CTC Child Care Center earned their second Keystone STAR. This allows any Student in our Child Care POS who earns a Co-Op position to gain \$6000 Post-Secondary Grant each year through Master's level.

Accomplishment #5:

Added Lackawanna College to our Dual Enrollment opportunities currently in place with Luzerne County Community College. Our students are getting up to 14 college level credits (on top of SOAR related credits) in the areas of Culinary Arts, Horticulture, and Health Occupations, Child Care and Support Services Management, Law Enforcement, and Computer Applications.

Accomplishment #6:

Successfully implemented the TAP Literacy to require cover letter and resume from each graduating senior as well as media notifications and transportation provided by us through donations, to several Job Fair's in Northeast Pennsylvania in conjunction with PA CareerLink.

Accomplishment #7:

Added the YES 120 curriculum hour Program to our growing list of CTSO's.

CTC Concerns

Concern #1:

Although there are increases in the education budget and we are appreciative of these increases, the funding formula concern for Career and Technical Centers remain very present. As long as the formula requires the funds to follow the student, there is concern that as costs increase, sending schools will not encourage their students to attend the Wilkes-Barre Area CTC. Some sending schools have already put a limit on the number of students they will allow to attend the Wilkes-Barre Area CTC.

Concern #2:

Increase the Reading, Writing, and Math Literacy rates at Wilkes-Barre Area CTC

Concern #3:

Increase the number of Industry recognized certifications achieved at Wilkes-Barre Area Career and Technical Center.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Aligned Concerns:

Although there are increases in the education budget and we are appreciative of these increases, the funding formula concern for Career and Technical Centers remain very present. As long as the formula requires the funds to follow the student, there is concern that as costs increase, sending schools will not encourage their students to attend the Wilkes-Barre Area CTC. Some sending schools have already put a limit on the number of students they will allow to attend the Wilkes-Barre Area CTC.

Increase the Reading, Writing, and Math Literacy rates at Wilkes-Barre Area CTC

Increase the number of Industry recognized certifications achieved at Wilkes-Barre Area Career and Technical Center.

Systemic Challenge #2 (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Aligned Concerns:

Although there are increases in the education budget and we are appreciative of these increases, the funding formula concern for Career and Technical Centers remain very present. As long as the formula requires the funds to follow the student, there is concern that as costs increase, sending schools will not encourage their students to attend the Wilkes-Barre Area CTC. Some sending schools have already put a limit on the number of students they will allow to attend the Wilkes-Barre Area CTC.

.....

Increase the Reading, Writing, and Math Literacy rates at Wilkes-Barre Area CTC

.....

Increase the number of Industry recognized certifications achieved at Wilkes-Barre Area Career and Technical Center.

Systemic Challenge #3 (*Guiding Question #4*) Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Aligned Concerns:

Although there are increases in the education budget and we are appreciative of these increases, the funding formula concern for Career and Technical Centers remain very present. As long as the formula requires the funds to follow the student, there is concern that as costs increase, sending schools will not encourage their students to attend the Wilkes-Barre Area CTC. Some sending schools have already put a limit on the number of students they will allow to attend the Wilkes-Barre Area CTC.

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Increase the number of Industry recognized certifications achieved at Wilkes-Barre Area Career and Technical Center.

Systemic Challenge #4 (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Aligned Concerns:

Increase the Reading, Writing, and Math Literacy rates at Wilkes-Barre Area CTC

Increase the number of Industry recognized certifications achieved at Wilkes-Barre Area Career and Technical Center.

Systemic Challenge #5 (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Related Challenges:

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.
- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.
- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI

Specific Targets: Of all students who are identified as completers; at least 92% will achieve proficient/advanced on both the written and practical sections of the assessment

Type: Annual

Data Source: NIMS---Machine Program of Study Assessment

Specific Targets: All students who qualify for this assessment will receive an advanced rating. This is part of the industry certification pieces.

Type: Annual

Data Source: OSHA

Specific Targets: All Juniors and Seniors will pass the 10 hour online OSHA certification as per the safety regulations within the recognized programs of study.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Industry Certification Exam schedule

Description:

The Industry Certifications will include the 10 hour OSHA on-line certification given to all seniors and those students on cooperative education. The following year WBACTC will expand the opportunity to obtain this Industry certification to the juniors, and in year three, to include the sophomores as well. Several other Industry Certifications will come on-line as well. These include, but are not limited to, IC3 certification for students in Child Care, Drafting, and Law Enforcement, as well as in Data Processing. This includes

First Aid and ServeSafe for all Child Care and First Aid for all Law enforcement students. New Industry Certifications are being added as necessary, such as ladder certification and forklift certification for an increased number of POS's.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Industry Certification Prep and Pre-NOCTI Preparation

Description:

TAP has added our Pre-NOCTI assessment. Instructors will meet with Administration to review several areas of need and appropriate responses as targeted by the Pre-NOCTI. The Instructors will meet with Administration and the appropriate Occupational Advisory Committees. The team will identify and create / purchase Industry Certification Preparation materials for those Industry Certifications which are recognized by the Pennsylvania Department of Education. Research based studies clearly conclude that rigor produces results.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Pennsylvania Builders Association

Description:

Within residential construction, carpentry and building trades as well as electrical, HVAC, Masonry, and Plumbing are all included within this organizations endorsement. As Wilkes-Barre Area CTC completers achieve advanced or proficient within the NOCTI; they are awarded opportunities for contractors nationwide to utilize their expertise and recruited for employment.

SAS Alignment: Standards, Instruction

CTSO (Career and Tech Student Organizations)

Description:

Here at Wilkes-Barre Area CTC, our students are actively involved not only in skill refinement and competition, but state and national opportunities to represent those competencies that the students have achieved as a result of career and technical education programs of study. We advertise, promote

and utilize public relations to advance our students' abilities to be recruited and maintained for employment purposes.

SAS Alignment: Standards, Assessment, Instruction

Professional Development and Staff Assessment

Description:

The Danielson framework for teaching is the evaluation standard used here at the Wilkes-Barre Area CTC. The Wilkes-Barre Area CTC has, in turn, trained its Administration to understand and effectively implement this model. According to state law. Because of the comprehensive approach to this model, the Instructors planning and preparation, classroom environment, actual instruction, and professional responsibilities were reviewed and assessed. The following strategies were applied to ensure standards aligned instruction and consistency between classrooms; grades; subjects; and/or programs existed. The Danielson model allowed the administration to document formal classroom observations focused on a preordained instruction expectation. The administration has walked through each Instructional area, focusing specifically on instruction. This resulted in the annual Instructional evaluations targeted on self-exploration, self-reflection, and self-improvement by each Instructor. This includes evaluation of the appropriate certification exams - including NOCTI and NIMS.

Peer evaluation and coaching is accomplished by each new Instructor being provided a mentor teacher to help the new teacher assimilate into the classroom. Each new teacher is also mandated to complete the New Teacher Induction Program as approved by the Joint Operating Committee. Peer evaluation / coaching is also implemented and suggested on a case by case basis by the administration as the administration observes or becomes aware that a gap in the Instructional model is present and needs to be bridged. Existing teachers are utilized through peer evaluation and coaching to help with identified gaps in the Instructional process.

The Wilkes-Barre Area CTC utilizes the administration of Wilkes-Barre Area CTC, TAP, and the Luzerne Intermediate Unit #18 as Instructional coaches to help the classroom Instructors with curriculum alignment and other needs, such as Writing and Math Literacy.

The Wilkes-Barre Area CTC utilizes the administration of WBACTC, TAP, and the Luzerne Intermediate Unit #18 as Instructional coaches to assist in the Regular Lesson Plan Review; which is done through both the Danielson model and through our ongoing 339 review of each Instructor Program of Study.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources, Curriculum Framework

Student Learning Maps

Description:

Wilkes-Barre Area CTC will use the TAP driven Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source: <http://www.learningfocused.com/online-learning/lfs-engaged/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Implementation Steps:*Professional Development Data Analysis***Description:**

Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow resulting in a clear path to fill educational gaps. Progress monitoring is a research based best practice to produce results. This team will continue to meet as new data is made available.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Communication/ Data Results for Instructors***Description:**

With the assistance of the TAP PDE Representative, each Instructor will be individually monitored and assessed in the creation of SLO's (Student Learning Objectives) based on the interpreted analysis of the Instructors NOCTI scores or equivalent.

Start Date: 8/23/2018 **End Date:** 6/3/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Industry Certification Exam Schedule

Description:

The Industry Certifications will include the 10 hour OSHA on-line certification given to all seniors and those students on cooperative education. The following year WBACTC will expand the opportunity to obtain this Industry certification to the Juniors, and in year three, to include the Sophomores as well. Several other Industry Certifications will come on-line as well. These include, but are not limited to, IC3 certification for students in Child Care, Drafting, and Law Enforcement, as well as in Data Processing. This also includes ServeSafe for all Child Care students. This will also include First Aid for all Child Care and Law enforcement student. Administration must re-visit annually.

Start Date: 7/16/2018 **End Date:** 8/26/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- CTSO (Career and Tech Student Organizations)

Danielson Framework Schedule

Description:

Identification of all staff who are evaluated via the Danielson Framework.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Pennsylvania Builders Association
- CTSO (Career and Tech Student Organizations)
- Professional Development and Staff Assessment

Utilization of the Danielson Framework

Description:

All staff recieved the schedule.

Preconferences are established, lesson plan review, observations are conducted, and post conference will occur. Established protocols and look fors are communicated to all staff with the intent that all Domains will be discussed. Questions are framed in a reflective tone in teh hopes that instructors will make the modifications necessary to enhance their programs of study.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Pennsylvania Builders Association
- CTSO (Career and Tech Student Organizations)
- Professional Development and Staff Assessment

Monitoring and Reevaluation of this plan

Description:

Throughout this cycle, the WBACTC team will monitor and review the effectiveness of the strategies identified within this plan in the hopes we are raising student practical achievement (via their programs of study) and reinforcing their academic skills (literacy, numeracy, technical, etc.)

Start Date: 8/24/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Professional Development and Staff Assessment

Goal #2: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Related Challenges:

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Increases in Industry Certifications

Specific Targets: 3% increase in Industry Certifications

Type: Annual

Data Source: Increase in NOCTI and NIMS Competent and Advanced completers

Specific Targets: 3% increase in NOCTI and NIMS Competent and Advanced completers

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Industry Certification Exam schedule

Description:

The Industry Certifications will include the 10 hour OSHA on-line certification given to all seniors and those students on cooperative education. The following year WBACTC will expand the opportunity to obtain this Industry certification to the juniors, and in year three, to include the sophomores as well. Several other Industry Certifications will come on-line as well. These include, but are not limited to, IC3 certification for students in Child Care, Drafting, and Law Enforcement, as well as in Data Processing. This includes First Aid and ServeSafe for all Child Care and First Aid for all Law enforcement

students. New Industry Certifications are being added as necessary, such as ladder certification and forklift certification for an increased number of POS's.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Industry Certification Prep and Pre-NOCTI Preparation

Description:

TAP has added our Pre-NOCTI assessment. Instructors will meet with Administration to review several areas of need and appropriate responses as targeted by the Pre-NOCTI. The Instructors will meet with Administration and the appropriate Occupational Advisory Committees. The team will identify and create / purchase Industry Certification Preparation materials for those Industry Certifications which are recognized by the Pennsylvania Department of Education. Research based studies clearly conclude that rigor produces results.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Pennsylvania Builders Association

Description:

Within residential construction, carpentry and building trades as well as electrical, HVAC, Masonry, and Plumbing are all included within this organizations endorsement. As Wilkes-Barre Area CTC completers achieve advanced or proficient within the NOCTI; they are awarded opportunities for contractors nationwide to utilize their expertise and recruited for employment.

SAS Alignment: Standards, Instruction

CTSO (Career and Tech Student Organizations)

Description:

Here at Wilkes-Barre Area CTC, our students are actively involved not only in skill refinement and competition, but state and national opportunities to represent those competencies that the students have achieved as a result of career and technical education programs of study. We advertise, promote and utilize public relations to advance our students' abilities to be recruited and maintained for employment purposes.

SAS Alignment: Standards, Assessment, Instruction

Professional Development and Staff Assessment

Description:

The Danielson framework for teaching is the evaluation standard used here at the Wilkes-Barre Area CTC. The Wilkes-Barre Area CTC has, in turn, trained its Administration to understand and effectively implement this model. According to state law. Because of the comprehensive approach to this model, the Instructors planning and preparation, classroom environment, actual instruction, and professional responsibilities were reviewed and assessed. The following strategies were applied to ensure standards aligned instruction and consistency between classrooms; grades; subjects; and/or programs existed. The Danielson model allowed the administration to document formal classroom observations focused on a preordained instruction expectation. The administration has walked through each Instructional area, focusing specifically on instruction. This resulted in the annual Instructional evaluations targeted on self-exploration, self-reflection, and self-improvement by each Instructor. This includes evaluation of the appropriate certification exams - including NOCTI and NIMS.

Peer evaluation and coaching is accomplished by each new Instructor being provided a mentor teacher to help the new teacher assimilate into the classroom. Each new teacher is also mandated to complete the New Teacher Induction Program as approved by the Joint Operating Committee. Peer evaluation / coaching is also implemented and suggested on a case by case basis by the administration as the administration observes or becomes aware that a gap in the Instructional model is present and needs to be bridged. Existing teachers are utilized through peer evaluation and coaching to help with identified gaps in the Instructional process.

The Wilkes-Barre Area CTC utilizes the administration of Wilkes-Barre Area CTC, TAP, and the Luzerne Intermediate Unit #18 as Instructional coaches to help the classroom Instructors with curriculum alignment and other needs, such as Writing and Math Literacy.

The Wilkes-Barre Area CTC utilizes the administration of WBACTC, TAP, and the Luzerne Intermediate Unit #18 as Instructional coaches to assist in the Regular Lesson Plan Review; which is done through both the Danielson model and through our ongoing 339 review of each Instructor Program of Study.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources, Curriculum Framework

Student Learning Maps

Description:

Wilkes-Barre Area CTC will use the TAP driven Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source: <http://www.learningfocused.com/online-learning/lfs-engaged/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Implementation Steps:

Danielson Framework

Description:

Use the Danielson Model to help Instrutors better differentiate their instruction to meet the needs of each student. Ongoing - Annual and bi-annual.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Professional Development and Staff Assessment

Data Analysis

Description:

Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow resulting in a clear path to fill educational gaps. Progress monitoring is a research based best practice to produce results. This team will continue to meet as new data is made available.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Industry Certification Exam schedule
- Industry Certification Prep and Pre-NOCTI Preparation
- Professional Development and Staff Assessment

Data results shared with Instructors annually

Description:

The data results of each student PSSA score will be aggregated and shared with their POS Instructor. Differentiated Instructional strategies will be introduced (reintroduced) to the Instructors complete with examples of exemplary work done by CTC instructors.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Industry Certification Exam schedule
- Industry Certification Prep and Pre-NOCTI Preparation
- Professional Development and Staff Assessment

Data Analysis

Description:

Research based best practices clearly indicate Data Driven decisions are best to achieve student success. The data teams, including the Industry Certification Teacher, will meet and analyze results of the test and identify areas needing improved to produce better results.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Industry Certification Prep and Pre-NOCTI Preparation
- Professional Development and Staff Assessment

*Evaluation of process***Description:**

The recruiting team will meet with administration and discuss feedback by the sending districts and WBACTC to identify areas which can be improved before the process beings the following year.

Start Date: 6/30/2018 **End Date:** 10/1/2021

Program Area(s): Professional Education, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Professional Development and Staff Assessment
- Student Learning Maps

Professional Development Data Analysis

Description:

Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow resulting in a clear path to fill educational gaps. Progress monitoring is a research based best practice to produce results. This team will continue to meet as new data is made available.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Professional Development and Staff Assessment

*Communication/ Data Results for Instructors***Description:**

With the assistance of the TAP PDE Representative, each Instructor will be individually monitored and assessed in the creation of SLO's (Student Learning Objectives) based on the interpreted analysis of the Instructors NOCTI scores or equivalent.

Start Date: 8/23/2018 **End Date:** 6/3/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Industry Certification Exam schedule
- Pennsylvania Builders Association
- CTSO (Career and Tech Student Organizations)

Danielson Framework Schedule

Description:

Identification of all staff who are evaluated via the Danielson Framework.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Industry Certification Exam schedule
- Industry Certification Prep and Pre-NOCTI Preparation
- Professional Development and Staff Assessment
- Student Learning Maps

Goal #3: Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Related Challenges:

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Formative and Summative Assessments based on POS specific task grid

Specific Targets: 3% increase in comparison of 2017-2018 task list progress and 2018-2019 task list completion, with steady increases each year after.

Strategies:

Career and Technical Education Programs

Description:

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#), [How Career and Technical Education Can Help Students Be College and Career Ready: A Primer](#))

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Professional Development Todd Luke NOCTI Breakdown

Description:

We are using Todd Luke's NOCTI breakdown to target areas of student needs and utilize Professional Development if necessary to achieve these goals.

Start Date: 8/23/2018 **End Date:** 9/1/2022

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Career and Technical Education Programs

Communication/ Data Results for Instructors

Description:

With the assistance of the TAP PDE Representative, each Instructor will be individually monitored and assessed in the creation of SLO's (Student Learning Objectives) based on the interpreted analysis of the Instructors NOCTI scores or equivalent.

Start Date: 8/23/2018 **End Date:** 6/3/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Career and Technical Education Programs

Continued Reading, Writing, and Math Literacy training

Description:

The Technical Assistance Program is training WBACTC staff in Writing and Math literacy and the LIU#18 is assisting us in SAS integration of literacy into the daily curriculum.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Career and Technical Education Programs

Data Analysis

Description:

Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow resulting in a clear path to fill educational gaps. Progress monitoring is a research based best practice to produce results. This team will continue to meet as new data is made available.

Start Date: 8/23/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Student Services,
Educational Technology

Supported Strategies:

- Career and Technical Education Programs

Appendix: Professional Development Implementation Step Details

Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

LEA Goals Addressed:

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Type	App.
8/23/2018	6/30/2021	Professional Development Data Analysis	Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow resulting in a clear path to fill educational gaps. Progress monitoring is a research based best practice to produce results. This team will continue to meet as new data is made available.	School Entity	Yes
		Person Responsible	SH	S	EP
		Guidance Department	2.0	2	6
			Provider	WBACTC	
Knowledge		Implementation of Data Driven Systems			
Supportive Research		Implementation of Data Driven Systems			

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Series of Workshops

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors

High (grades 9-12)

Grade Levels

Analysis of student work, with administrator and/or peers

Classroom student assessment data

Follow-up Activities

Evaluation Methods

LEA Goals Addressed: Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.
 Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
 Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Start	End	Title	Description	Type	App.	
8/23/2018	6/3/2021	Communication/ Data Results for Instructors	With the assistance of the TAP PDE Representative, each Instructor will be individually monitored and assessed in the creation of SIO's (Student Learning Objectives) based on the interpreted analysis of the Instructors NOCTI scores or equivalent.	School Entity	Yes	
		Person Responsible Administration & Special Education Department (WBACTC TAP Committee)	SH 2.0	S 2	EP 6	Provider WBACTC

Knowledge Data Analysis for targeted student gains

Supportive Research Differentiation of Instruction

Designed to Accomplish

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For classroom teachers, school counselors and education specialists:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

For school and district administrators, and other educators seeking leadership roles:

Series of Workshops

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors

High (grades 9-12)

Grade Levels

Participant Roles Dir

Lesson modeling with mentoring
Joint planning period activities

Follow-up Activities

Evaluation Methods

Standardized student assessment data other than the PSSA

LEA Goals Addressed: Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, Strategy #1: CTSO (Career and Tech Student Organizations)

units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Start	End	Title	Description	Type	App.		
7/16/2018	8/26/2021	Industry Certification Exam Schedule	The Industry Certifications will include the 10 hour OSHA on-line certification given to all seniors and those students on cooperative education. The following year WBACTC will expand the opportunity to obtain this Industry certification to the Juniors, and in year three, to include the Sophomores as well. Several other Industry Certifications will come on-line as well. These Include, but are not limited to, IC3 certification for students in Child Care, Drafting, and Law Enforcement, as well as in Data Processing. This also includes ServeSafe for all Child Care students. This will also include First Aid for all Child Care and Law enforcement student. Administration must re-visit annually.	School Entity	Yes		
			Person Responsible Anthony Guariglia, PhD / Mr. Majikes	SH 5	S 5	EP 10	Provider WBACTC

Knowledge

Better prepare students by increasing Industry Recognized certifications

Supportive Research

Meeting the needs of Business and Industry by graduation Work-ready students

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Series of Workshops

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

High (grades 9-12)

Participant Roles

Grade Levels

Dir

School counselors
Paraprofessional
New Staff

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Standardized student assessment data other than the PSSA

Follow-up Activities

Evaluation Methods

Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

LEA Goals Addressed:
 Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
 Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Strategy #2: Differentiating Instruction
Strategy #3: Industry Certification Exam schedule
Strategy #4: Industry Certification Prep and Pre-NOCTI Preparation
Strategy #5: Professional Development and Staff Assessment

Start	End	Title	Description	Person Responsible	SH	S	EP	App.
8/23/2018	6/30/2021	Data Analysis	Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow resulting in a clear path to fill educational gaps. Progress monitoring is a research based best practice to produce results. This team will continue to meet as new data is made available.	Dr. Guariglia	2.0	10	45	School Entity

Knowledge
 WBACTC Instructors will better understand the strengths and weaknesses of each student in they are responsible for.

Supportive Research
 WBACTC Instructors who differentiate instruction enjoy a classroom with higher achievement

Designed to Accomplish
 For classroom teachers, school counselors and education specialists:
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

For school and district administrators, and other educators seeking leadership roles:

Series of Workshops
School Whole Group Presentation
Offsite Conferences

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

Dir

High (grades 9-12)

Participant Roles

Grade Levels

School counselors
Paraprofessional
Classified Personnel
New Staff
Other educational specialists
Related Service Personnel

Parents

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Participant survey
 Review of participant lesson plans
 Review of written reports summarizing instructional activity
 Portfolio
 Pre-NOCTI, NOCTI, NIMS, and Industry PDE recognized certifications

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 Analysis of student work, with administrator and/or peers
 Peer-to-peer lesson discussion
 Joint planning period activities

Evaluation Methods

Follow-up Activities

Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

LEA Goals Addressed:

- Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**
- Strategy #2: Industry Certification Exam schedule**
- Strategy #3: Industry Certification Prep and Pre-NOCTI Preparation**
- Strategy #4: Professional Development and Staff Assessment**

Start	End	Title	Description
8/23/2018	6/30/2021	Data results shared with Instructors annually	The data results of each student PSSA score will be aggregated and shared with their POS Instructor. Differentiated Instructional strategies will be introduced (reintroduced) to the Instructors complete with examples of exemplary work done by CTC instructors.
		Person Responsible Dr. Guariglia / Mr. Majikes / TAP	Provider Luzerne Inutermidiate Unit #18 and WBACTC Administration
		SH 2.0	Type IU
		S 1	App. Yes
		EP 13	

Knowledge Instructors will understand what Differentiated Instruction is and how to properly implement this research based best practice to achieve student success.

Supportive Research Differentiated Instruction Implementation and strategies to achieve results

Designed to Accomplish

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on

learning.
 Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Classroom teachers

Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex

High (grades 9-12)

Participant Roles

Dir

Grade Levels

School counselors
 Paraprofessional

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Follow-up Activities

Creating lessons to meet varied student learning styles
 Lesson modeling with mentoring

Evaluation Methods

Student PSSA data
 Participant survey
 Review of participant lesson plans

Journaling and reflecting
 Survey to acquire feedback and address any pending questions.

LEA Goals Addressed: Establish a system within the school that Strategy #1: Data Analysis Procedures,

fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.
 Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Data-Informed Instruction, Data Teams & Data Warehousing
 Strategy #2: Professional Development and Staff Assessment**

Start	End	Title	Description
8/23/2018	6/30/2021	Professional Development Data Analysis	Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow resulting in a clear path to fill educational gaps. Progress monitoring is a research based best practice to produce results. This team will continue to meet as new data is made available.
		Person Responsible Guidance Department	SH 2.0 S 2 EP 6 Provider WBACTC
			Type School Entity App. Yes

Knowledge Implementation of Data Driven Systems

Supportive Research Implementation of Data Driven Systems

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
 Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Series of Workshops

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors

High (grades 9-12)

Participant Roles

Dir

Analysis of student work, with administrator and/or peers

Classroom student assessment data

Follow-up Activities

Evaluation Methods

Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.
Establish a system within the school that fully ensures the consistent implementation

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Strategy #2: Differentiating Instruction
Strategy #3: Industry Certification Exam schedule
Strategy #4: Pennsylvania Builders Association
Strategy #5: CTSO (Career and Tech

LEA Goals Addressed:

of effective instructional practices across all Student Organizations) classrooms.

Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/23/2018	6/3/2021	Communication/ Data Results for Instructors	With the assistance of the TAP PDE Representative, each Instructor will be individually monitored and assessed in the creation of SLO's (Student Learning Objectives) based on the interpreted analysis of the Instructors NOCTI scores or equivalent.	Administration & Guidance & Special Education Department (WBACTC TAP Committee)	2.0	2	6	WBACTC	School Entity	Yes

Knowledge Data Analysis for targeted student gains

Supportive Research Differentiation of Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school and district administrators, and other educators seeking leadership Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

roles: interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Series of Workshops

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors

High (grades 9-12)

Grade Levels

Dir

Participant Roles

Lesson modeling with mentoring
Joint planning period activities

Standardized student assessment data other than the PSSA

Follow-up Activities

Evaluation Methods

Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Strategy #1: Career and Technical Education Programs

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/23/2018	9/1/2022	Professional Development Todd Luke NOCTI Breakdown	We are using Todd Luke's NOCTI breakdown to target areas of student needs and utilize Professional Development if necessary to achieve these goals.							

Mr. Majikes / Dr. Guariglia 1.0 5 5 WBACTC School Entity Yes

Knowledge The teacher gains the benefit of targeting students specific needs

Supportive Research Differentiating Instruction to achieve student success

Designed to Accomplish
 For classroom teachers, school counselors and education specialists: Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Series of Workshops

Training Format

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex

High (grades 9-12)

Dir

Participant Roles

School counselors
 Paraprofessional
 Classified Personnel

Grade Levels

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 Lesson modeling with mentoring
 Joint planning period activities

Standardized student assessment data other than the PSSA
 Classroom student assessment data

Follow-up Activities

Evaluation Methods

Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

LEA Goals Addressed:

Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Strategy #1: Career and Technical Education Programs

Start End Title Description

With the assistance of the TAP PDE Representative, each Instructor will be individually monitored and assessed in the creation of SLO's (Student Learning Objectives) based on the interpreted analysis of the Instructors NOCTI scores or equivalent.

8/23/2018 6/3/2021 Communication/ Data Results for Instructors

Person Responsible Administration & Guidance & Special Education Department (WBACTC TAP Committee)	SH 2.0	S 2	EP 6	Provider WBACTC	Type School Entity	App. Yes
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Knowledge Data Analysis for targeted student gains

Supportive Research Differentiation of Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school and district administrators, and other educators seeking leadership roles:
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Series of Workshops

Training Format

Participant Roles	Classroom teachers	Grade Levels	High (grades 9-12)
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Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 Dir
 School counselors

Lesson modeling with mentoring
 Joint planning period activities
 Standardized student assessment data other than the PSSA

Follow-up Activities **Evaluation Methods**

LEA Goals Addressed: Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only) **Strategy #1: Career and Technical Education Programs**

Start	End	Title	Description	Person Responsible	SH	S	EP	Type	App.
8/23/2018	6/30/2021	Continued Reading, Writing, and Math Literacy training	The Technical Assistance Program is training WBACTC staff in Writing and Math literacy and the LIU#18 is assisting us in SAS integration of literacy into the daily curriculum.	Dr. Guariglia / Mr. Majjkes	1.5	10	6	IU	Yes

Knowledge Implementation and Integration of Math STEM into CTE

Supportive Research Differentiation of Instruction to achieve student success.

Designed to Accomplish

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

For school and district administrators, and other educators seeking leadership roles:

Series of Workshops
Live Webinar
Professional Learning Communities

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

High (grades 9-12)

Dir

Participant Roles

School counselors
New Staff

Grade Levels

Follow-up Activities

Team development and

Evaluation Methods

Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Standardized student assessment data other than the PSSA
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Strategy #1: Career and Technical Education Programs

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/23/2018	6/30/2021	Data Analysis	Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow resulting in a clear path to fill educational gaps. Progress monitoring is a research based best practice to produce results. This team will continue to meet as new data is made available.	Dr. Guariglia	2.0	10	45	WBACTC Administration	School Entity	Yes

WBACTC Instructors will better understand the strengths and weaknesses of each student in they are responsible for.

Supportive Research WBACTC Instructors who differentiate instruction enjoy a classroom with higher achievement

Designed to Accomplish

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
 School Whole Group Presentation
 Offsite Conferences

Participant Roles

Classroom teachers
 Principals / Asst. Principals

Grade Levels

High (grades 9-12)

Supt / Ast Supts / CEO / Ex

Dir

- School counselors
- Paraprofessional
- Classified Personnel
- New Staff
- Other educational specialists
- Related Service Personnel
- Parents

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers
 Peer-to-peer lesson discussion
 Joint planning period activities

Follow-up Activities

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Participant survey
 Review of participant lesson plans
 Review of written reports summarizing instructional activity
 Portfolio
 Pre-NOCTI, NOCTI, NIMS, and Industry PDE recognized certifications

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by William Thomas on 10/10/2018

Board President

Affirmed by Anthony Guariglia on 8/24/2018

Executive Director

Proof of submission

Anthony Guariglia

From: Comprehensive Planning <no-reply@caiu.org>
Sent: Thursday, November 1, 2018 3:01 PM
To: Anthony Guariglia
Cc: Anthony Guariglia; William Thomas; Suzanne McCabe; Sondra Humenansky
Subject: Wilkes-Barre Area CTC Comprehensive Plan Submitted

Greetings Anthony Guariglia:

Please be advised that the comprehensive plan for Wilkes-Barre Area CTC is complete and will be examined by the Pennsylvania Department of Education's review team. Once the plan has been approved by the Department's review team, you are encouraged to begin implementing the plan immediately.

A notification of approval/acceptance will be sent to you by the Department should the Wilkes-Barre Area CTC comprehensive plan meet the Department's review criteria and be approved. If the Department's review determines that parts of the plan require revision and resubmission, you will be notified and provided with sufficient time to consider and complete the revisions, which will undergo further review once the plan has been resubmitted with the necessary revisions.

For any questions regarding the implementation and/or required revision of the comprehensive plan, please contact either Suzanne McCabe (smccabe@liu18.org) or Sondra Humenansky (shumenansky@liu18.org) at Luzerne IU 18 or Comprehensive Planning Support Team (paplanning@caiu.org or 717-732-8403).

Best Wishes,

Comprehensive Planning Support Team



Thursday, December 20, 2018

Wilkes-Barre Area CTC
Anthony Guariglia
PO Box 1699
Wilkes-Barre, PA 18705

Greetings Anthony Guariglia:

Please be advised that the comprehensive plan for Wilkes-Barre Area CTC is complete and has been accepted by the Pennsylvania Department of Education for implementation during the July 1, 2019 to June 30, 2022 cycle. The Department is available to work with you to implement your plan. You are encouraged to use the indicators of implementation and effectiveness to monitor the progress of the execution of your Action Plans throughout this cycle.

This letter confirms that the Wilkes-Barre Area CTC meets the Chapter 4, 12, 16, and 49 requirements.

As a Phase 3 LEA, the next due date for the Comprehensive Plan is 11/30/2021. For any questions regarding the implementation and/or modification of the comprehensive plan, please contact either Suzanne McCabe (smccabe@liu18.org) at Luzerne IU 18 or the Comprehensive Planning Support Team (paplanning@caiu.org or 717-732-8403). Should you have questions or concerns related to Comprehensive Planning, please contact the Division of Planning at 717-783-6583.

We look forward to working with you.

Sincerely yours,

Dr. Sherri L. Smith, Director, Bureau of School Support

Department of Education; Office of Elementary and Secondary Education

333 Market Street, Harrisburg, PA 17126

(717)772-4557

ssherri@pa.gov